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started with four rooms and an initial endowment of 3,000 Rubel. It now has thirty students in experimental psychology, some of whom are undertaking independent work. Among the problems already attacked are: the study of reaction-types, Reuther's method of recognition, work on memory-types with the Binet method improved by controlled time-exposure, and the correlation of the three psycho-physical methods in regard to estimation of spatial extent. In the teaching of experimental psychology the Russian professors depend very largely upon translations of American text-books, especially those of Sanford and Titchener.

"In recent years applied psychology has become very popular and influential, through the work of Netschajeff and his cooperators, who have established about fifty psychological institutes at various *gymnasiums* and secondary schools where psychological instruction has been introduced. The method of making mental diagnosis has, however, reached a crucial point in Russia, inasmuch as strong opposition has set in toward a newly developed practise of outlining and analyzing mental abnormalities by reference to characteristic curves, especially when employed by comparatively inexperienced teachers. Objective or physiological psychology is represented chiefly by the well-known work of Bechterew and Pawlow, while interest in theoretical psychology still predominates."

After the meeting, Professor Tschelpanow showed and explained the architect's plans for the new laboratory, which is to be a three-story building. The basement will contain the heating plant, a workshop, a sound-proof room, space for animal psychology, large electric motors, and the apartments of the janitor and the mechanician. On the first floor, an auditorium with a seating capacity of three to four hundred persons and a room for demonstrational apparatus are provided for; furthermore, the director's office, the library, a room for collections of mental products, and a general writing room, are to be located here. The plan of the second floor makes allowance for a small lecture-room, for offices of the assist-

ants, and for about twelve rooms in which the introductory courses for qualitative and quantitative experiments will be conducted. The third floor, finally, is to be given up entirely to research, and for this purpose it will be divided into twenty smaller rooms. A special feature on this floor is a large switchboard for the distribution of electric power. The building will be situated on university grounds, surrounded on all but one side by other university buildings, but removed as far as possible from public traffic. From all indications it promises to be an ideal home for the pursuit of psychological investigations, and it is to be hoped that the generous gift of Mr. Shtchukin will prove a fruitful example to other countries.

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#### THE TIME GIVEN BY UNIVERSITY STUDENTS TO STUDY AND RECITATION

IN connection with some committee work in Indiana University the writer was appointed chairman of a sub-committee to ascertain the time given by the students to their work.

It is thought that a brief summary of the results might be of general interest. Blank cards were handed to the students of all classes on Monday, February 14, 1910. The students were instructed to fill in the cards for all their courses. Each student was to fill out one card only, that is, if the student had an eight o'clock recitation, say, he filled out the card for all his courses. If he then went to another class, nine o'clock, say, he returned his card blank.

The cards called for the department, the number of course, the number of hours credit, the number of hours spent per week by the student in recitation or laboratory, and the number of hours spent per week by the student in home or library study. The card had blank spaces so that as many as seven courses could be filled in, if necessary. The total time spent by the students per week on a course was added and then divided by the number of credit hours, thus giving the time spent by the

individual student per week per credit hour for each course.

The cards were then arranged in alphabetic order. From the mid-term reports rolls of all the classes in the university were procured. By referring to the cards the time given by the student to the particular course was marked opposite the student's name, and the average time per week per credit hour was determined for each course.

By summing the totals of the courses and dividing by the total number reporting the average time was determined per instructor, and per department, as well as the grand average for the university.

Due to various causes, such as absence of students or forgetfulness of the instructors, reports were not obtained from all students. Approximately 75 per cent. of the students reported. About nine hundred cards were returned to the committee. A few of these were thrown out because they were not filled out properly. The cards showed that for a total of 4,438 registrations, 13,951.7 hours per week spent, or an average of 3.14 hours per week per credit hours (15 credit hours is regular work at Indiana University). That is, the average student spends 3.14 hours on each recitation. If the course is one in which no laboratory is required, he spends 1 hour in the class and 2.14 hours in preparation. If the course is a laboratory course requiring two-hour, two-and-a-half-hour, or three-hour periods, the student spends 1.14 hour, 0.64 hour or 0.14 hour respectively in outside preparation.

TABLE I  
*By Departments*

Department	Enrollment	No. Reported	Hours per Week per Credit Hour
—	60	50	4.10 hours (highest).
—	304	255	3.81
—	5	4	3.74
—	244	138	3.53
—	956	658	3.53
⋮	⋮	⋮	⋮
—	93	78	2.68
—	63	51	2.68
—	107	80	2.52
—	71	50	2.34 (lowest).

In order to give an idea of the range I have arranged three tables—Table I., by departments, Table II. by instructors and Table III. by courses giving the enrollment, the number of students reporting, and the number of hours per week per credit hour, starting at the highest and ending with the lowest.

TABLE II  
*By Instructors*

Instructor	Enrollment	No. Reported	Hours per Week per Credit Hour
—	33	22	4.25 hours (highest)
—	109	95	4.01
—	54	50	3.97
⋮	⋮	⋮	⋮
—	41	31	2.38
—	69	51	2.17
—	30	19	2.14 (lowest)

TABLE III  
*By Courses*

Course	Enrollment	No. Reported	Hours per Week per Credit Hour
—	11	9	5.38 hours (highest).
—	31	25	5.07
—	15	11	4.38
—	4	3	4.30
⋮	⋮	⋮	⋮
—	10	9	1.92
—	4	3	1.66
—	24	19	1.25 (lowest).

It is true that the figures do not represent the facts in all cases. To the lazy student who has knowingly slighted his work the temptation would be great to increase the time of study. On the other hand, the plodding student would tend to underestimate his time. In certain cases the student may have heard that the proper time for the course was about so much. Under those conditions the average student will consciously or unconsciously make his figures correspond to the standard. However, the averages of large numbers may be taken to be near the true value. In any case the figures are not without interest.

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INDIANA UNIVERSITY,  
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